INDEX TO VOLUME 57

TITLE INDEX

Applying Bakhtin Scholarship on Discourse in Education: A Critical Review Essay – Eugene Matusov (57, no. 2): 215–237.

The Concept of Fundamental Educational Change – Leonard J. Waks (57, no. 3): 277–295.

Configuring Historical Facts Through Historical Fiction: Agency, Art-in-Fact, and Imagination as Stepping Stones Between Then and Now – Kent den Heyer and Alexandra Fidyk (57, no. 2): 141–157.

The Conflict Between Interpersonal Relations and Abstract Systems in Education – Benjamin Endres (57, no. 2): 171–186.

Critical Adult Education and the Political-Philosophical Debate Between Nancy Fraser and Axel Honneth – Rauno Huttunen (57, no. 4): 423–433.

Deliberative Democracy in the Classroom: A Sociological View – Wendelin Reich (57, no. 2): 187–197.

Designing Intelligent Knowledge: Epistemological Faith and the Democratization of Science – Clayton Pierce (57, no. 2): 123–140.

Ecofeminism as a Pedagogical Project: Women, Nature and Education – Huey-li Li (57, no. 3): 351–367.

Educating Communal Agents: Building on the Perspectivism of G.H. Mead – Jack Martin (57, no. 4): 435–452.

Embodied Hermeneutics: Gadamer Meets Woolf in *A Room of One's Own* – Linda O'Neill (57, no. 3): 325–337.

Ethics and Education Forty Years Later – Bryan R. Warnick (57, no. 1): 57–73.

Freire Re-viewed – Sue Jackson (57, no. 2): 199–213.

Human Capital and the Labor of Learning: A Case of Mistaken Identity – Alexander M. Sidorkin (57, no. 2): 159–170.

Ideals, Education, and Happy Flourishing – Doret de Ruyter (57, no. 1): 23–35.

Linking Marxism, Globalization, and Citizenship Education: Toward a Comparative and Critical Pedagogy Post 9/11 – Awad Ibrahim (57, no. 1): 89–103.

Living the Questions: Rilke's Challenge to Our Quest for Certainty – Mordechai Gordon (57, no. 1): 37–52.

The Making of the Modern Subject: A Cross-Cultural Analysis – Guoping Zhao (57, no. 1): 75–88.

Moralized Psychology or Psychologized Morality? Ethics and Psychology in Recent Theorizing About Moral and Character Education – David Carr (57, no. 4): 389–402.

Philosophy as Translation: Democracy and Education from Dewey to Cavell – Naoko Saito (57, no. 3): 261–275.

Philosophy of Education as Philosophy: A Metaphilosophical Inquiry – George Pollack (57, no. 3): 239–259.

Reconstituting the Democratic Subject: Sexuality, Schooling, and Citizenship – Robert A. Rhoads and Shannon Calderone (57, no. 1): 105–121.

Right and Goods: Procedural Liberalism and Educational Policy – James Scott Johnston (57, no. 4): 469–488.

Sexualized Spaces in Public Places: Irigaray, Levinas, and an Ethics of the Erotic – Shaireen Rasheed (57, no. 3): 339–350.

Situating Knowledges as Coalition Work – Maureen Ford (57, no. 3): 307–323.

Terms of Inclusion: Unity and Diversity in Public Education – Harvey Kantor and Robert Lowe (57, no. 3): 369–387.

What Feminist Inquiry Contributes to Philosophy and the Philosophy of Education: A Symposium – Barbara J. Thayer-Bacon and Gayle M. Turner (57, no. 3): 297–305.

What Is the Value of Public School Accountability? – Michael G. Gunzenhauser and Andrea Hyde (57, no. 4): 489–507.

White Complicity and Social Justice Education: Can One Be Culpable Without Being Liable? – Barbara Applebaum (57, no. 4): 453–467.

Whose Development? Salvaging the Concept of Development Within a Sociocultural Approach to Education – Eugene Matusov, Renée DePalma, and Stephanie Drye (57, no. 4): 403–421.

Why "What Works" Won't Work: Evidence-Based Practice and the Democratic Deficit in Educational Research – Gert Biesta (57, no. 1): 1–22.

AUTHOR INDEX

Applebaum, Barbara – White Complicity and Social Justice Education: Can One Be Culpable Without Being Liable? (57, no. 4): 453–467.

Biesta, Gert – Why "What Works" Won't Work: Evidence-Based Practice and the Democratic Deficit in Educational Research (57, no. 1): 1–22.

Calderone, Shannon, and Robert A. Rhoads – Reconstituting the Democratic Subject: Sexuality, Schooling, and Citizenship (57, no. 1): 105–121.

Carr, David – Moralized Psychology or Psychologized Morality? Ethics and Psychology in Recent Theorizing About Moral and Character Education (57, no. 4): 389–402.

de Ruyter, Doret – Ideals, Education, and Happy Flourishing (57, no. 1): 23–35.

den Heyer, Kent, and Alexandra Fidyk – Configuring Historical Facts Through Historical Fiction: Agency, Art-in-Fact, and Imagination as Stepping Stones Between Then and Now (57, no. 2): 141–157.

DePalma, Renée, Eugene Matusov, and Stephanie Drye – Whose Development? Salvaging the Concept of Development Within a Sociocultural Approach to Education (57, no. 4): 403–421.

Drye, Stephanie, Eugene Matusov, and Renée DePalma – Whose Development? Salvaging the Concept of Development Within a Sociocultural Approach to Education (57, no. 4): 403–421.

Endres, Benjamin – The Conflict Between Interpersonal Relations and Abstract Systems in Education (57, no. 2): 171–186.

Fidyk, Alexandra, and Kent den Heyer – Configuring Historical Facts Through Historical Fiction: Agency, Art-in-Fact, and Imagination as Stepping Stones Between Then and Now (57, no. 2): 141–157.

Ford, Maureen – Situating Knowledges as Coalition Work (57, no. 3): 307–323.

Gordon, Mordechai – Living the Questions: Rilke's Challenge to Our Quest for Certainty (57, no. 1): 37–52.

Gunzenhauser, Michael G., and Andrea Hyde – What Is the Value of Public School Accountability? (57, no. 4): 489–507.

Huttunen, Rauno – Critical Adult Education and the Political-Philosophical Debate Between Nancy Fraser and Axel Honneth (57, no. 4): 423–433.

Hyde, Andrea, and Michael G. Gunzenhauser – What Is the Value of Public School Accountability? (57, no. 4): 489–507.

Ibrahim, Awad – Linking Marxism, Globalization, and Citizenship Education: Toward a Comparative and Critical Pedagogy Post 9/11 (57, no. 1): 89–103.

Jackson, Sue – Freire Re-viewed (57, no. 2): 199–213.

Johnston, James Scott – Right and Goods: Procedural Liberalism and Educational Policy (57, no. 4): 469–488.

Kantor, Harvey, and Robert Lowe – Terms of Inclusion: Unity and Diversity in Public Education (57, no. 3): 369–387.

Li, Huey-li – Ecofeminism as a Pedagogical Project: Women, Nature and Education (57, no. 3): 351–367.

Lowe, Robert, and Harvey Kantor – Terms of Inclusion: Unity and Diversity in Public Education (57, no. 3): 369–387.

Martin, Jack – Educating Communal Agents: Building on the Perspectivism of G.H. Mead (57, no. 4): 435–452.

Matusov, Eugene – Applying Bakhtin Scholarship on Discourse in Education: A Critical Review Essay (57, no. 2): 215–237.

Matusov, Eugene, Renée DePalma, and Stephanie Drye – Whose Development? Salvaging the Concept of Development Within a Sociocultural Approach to Education (57, no. 4): 403–421.

O'Neill, Linda – Embodied Hermeneutics: Gadamer Meets Woolf in *A Room of One's Own* (57, no. 3): 325–337.

Pierce, Clayton – Designing Intelligent Knowledge: Epistemological Faith and the Democratization of Science (57, no. 2): 123–140.

Pollack, George – Philosophy of Education as Philosophy: A Metaphilosophical Inquiry (57, no. 3): 239–259.

Rasheed, Shaireen – Sexualized Spaces in Public Places: Irigaray, Levinas, and an Ethics of the Erotic (57, no. 3): 339–350.

Reich, Wendelin – Deliberative Democracy in the Classroom: A Sociological View (57, no. 2): 187–197.

Rhoads, Robert A., and Shannon Calderone – Reconstituting the Democratic Subject: Sexuality, Schooling, and Citizenship (57, no. 1): 105–121.

Saito, Naoko – Philosophy as Translation: Democracy and Education from Dewey to Cavell (57, no. 3): 261–275.

Sidorkin, Alexander M. – Human Capital and the Labor of Learning: A Case of Mistaken Identity (57, no. 2): 159–170.

Thayer-Bacon, Barbara J., and Gayle M. Turner – What Feminist Inquiry Contributes to Philosophy and the Philosophy of Education: A Symposium (57, no. 3): 297–305.

Turner, Gayle M., and Barbara J. Thayer-Bacon – What Feminist Inquiry Contributes to Philosophy and the Philosophy of Education: A Symposium (57, no. 3): 297–305.

Waks, Leonard J. – The Concept of Fundamental Educational Change (57, no. 3): 277–295.

Warnick, Bryan R. – *Ethics and Education* Forty Years Later (57, no. 1): 57–73.

Zhao, Guoping – The Making of the Modern Subject: A Cross-Cultural Analysis (57, no. 1): 75–88.